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AUTHOR Spang, Bruce P.
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ABSTRACT

This document contains guidelines to help plan and conduct 3- to 5-day long substance abuse awareness programs for students in secondary schools. These topics are discussed: (1) identifying outcomes; (2) gaining administrative and student support; (3) balancing personal acceptance and task in the planning committee; (4) length of awareness program; (5) preparing small group facilitators; (6) building a margin of safety; (7) assigning roles to students and staff; (8) commitment of presenters; (9) using local resources and adding variety to the format; (10) training staff and students in public speaking; (11) awareness packet; (12) counterproductive approaches; (13) media coverage; (14) audience considerations; and (15) sensitivity to home situations. The report concludes that student awareness programs will have unique differences in each school system where they are conducted, reflecting the talents and resources available as well as the needs of particular student populations. The conclusion recommends annual student awareness programs to assure awareness among the changing student body. The appendices include a process outline, an administrator's student awareness preparation checklist, sample flow agenda, sample evaluation forms, and a coordinator's checklist for designing a student awareness checklist. (ABL)

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GUIDELINES FOR PLANNING AND CONDUCTING

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Guidelines
for
Planning and Conducting
Student Awareness Programs

A publication of
Division of Alcohol and Drug Education Services
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February, 1988

Prepared by
Bruce P. Spang
Coordinator, Program Development Section

John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF
EDUCATIONAL AND CULTURAL SERVICES
Telephone (207) 289-5800

Traditionally, schools have found it difficult to obtain the support of students in alcohol and other drug prevention, but it is not because students are not concerned about the "drug" problem. Students are as concerned as their parents. In a national survey, 18% of high school students declared alcohol/drug use to be the biggest problem of their schools.

Attempts to involve students in prevention activities have been less than successful, not because of a student disinterest, but because until recently schools have lacked a strategy for changing the attitudes of students as a group. We now have that strategy in the form of student awareness programs.

Student awareness programs are changing student attitudes toward use and abuse of drugs. Students are learning not only that mood-altering chemicals seriously affect their ability to learn and to grow, but that one in three of their peers are affected by their parents' use of chemicals.

This manual offers schools a vehicle to gain the understanding and cooperation of students in prevention efforts. With students as our valuable allies, schools can march ahead to create drug-free schools.

Eve M. Bither

EVE M. BITHER, COMMISSIONER
Department of Educational and
Cultural Services

Acknowledgement

This booket is gratefully dedicated to
David Pound and Linda Pound
who are teachers at Cony High School
and members of the Augusta Drug Abuse Prevention Team.

They took this dream and made it a reality
for the youth of Maine.

"What is precious is never to forget
The essential delight of blood drawn from ageless springs
Breaking through rocks in worlds before our earth.
Never to deny its pleasure in the simple morning light
Nor its grave evening demand for love.
Never to allow gradually the traffic to smother
With noise and fog the flowering of the spirit.

"Near the snow, near the sun, in the highest fields
See how these names are feted by the waving grass,
And by the streamers of white cloud,
And whispers of wind in the listening sky.
The names of those who in their lives fought for life,
Who wore at their hearts the fire's center.
Born of the sun they traveled a short while towards the sun,
And left the vivid air signed with their honor."

From "I Think Continually Of Those" by Steven Spendler

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Preface

On the last day of a five-day student awareness program, a girl who is a leader in her class stood up to tell her classmates what she hoped the five days had done for her class. She said that she hoped the program had helped someone, but her voice broke. She started to cry. From across the auditorium, a "druggie" who openly resisted the student awareness process at its inception came over to her and hugged her. The stereotypes and cliques temporarily vanished and the students felt a common bond with one another. Many students say that the awareness program is the best educational experience they have ever had. They have emerged with a renewed sense of hope, as have the teachers who were involved in the sessions. Of course, the five-day program required careful planning, and in the first few days some students and staff members wondered if it was worth the time and effort. By the end, the uplifted spirit of the class dispelled any doubts about its effectiveness.

This belief has led some fifty Maine schools in 1986-87 to offer student awareness programs to their classes. Initially conducted only for seniors, programs are now being provided for seventh through twelfth grades.

The first five-day student awareness was held at Cony High School in Augusta, Maine in 1980. In 1978, seven students — two of whom were two weeks from graduating — were killed in an alcohol-related single vehicle highway accident. The following year a team was developed and trained by the Division of Alcohol and Drug Education Services (D.A.D.E.S.). The Augusta school and community team (A.D.A.P.T.) wanted to do something to prevent such senseless deaths. This idea has grown into a new prevention strategy that motivates whole classes — and athletic programs — to support alcohol and other drug prevention.*

The Division of Alcohol and Drug Education Services commends these local efforts and supports the promulgation of student awareness programs in school administrative units that have chemical dependency, prevention and education teams.

*This model can be used with athletes. (See the Division booklet *Assisting Athletes with Alcohol and Other Drug Problems* and Goal 11 in Process Outline).

Introduction

Student awareness programs are intended to help students, as members of a group, recognize the effects of chemical dependency on themselves and their peers. The purpose of these short term programs is to motivate a large group of students to consider positive alternatives to the use of chemicals and supportive measures for those who have been affected by chemical use, abuse, and dependency. Student awareness programs also provide a means for significantly increasing student support for and cooperation with the school and community team's efforts to implement a comprehensive chemical dependency prevention and intervention program in the school system.

Another outcome of student awareness is that stereotypes and cliques within a school and between students and adults are broken down. Through the small group experience, students learn that even those who seem to be quite different have more in common with them than they thought. Such shattering of barriers increases the sense of class unity and spirit and decreases incidents of violence and vandalism. It creates a safer climate to talk about problems related to alcohol and other drugs.

Student awareness programs have been so successful in school administrative units where they have been held that the Division of Alcohol and Drug Education Services has received numerous requests for information and assistance in setting up similar programs. This booklet has been designed in response to those requests. It contains guidelines to help plan and conduct three to five-day long awareness programs for students in secondary schools.*

*The Division does not recommend one or two day programs because they do not allow enough time to cover the basics that make students aware of the issues related to chemical use, abuse and dependency.

Identifying Outcomes

Before beginning to plan a student awareness program, a school and community team needs to identify the desired outcomes of such a program and to determine whether the school is ready for student awareness in its comprehensive chemical dependency program development and implementation plan.

It is important to be realistic in setting expectations for a student awareness program. It is highly unlikely that the student body will suddenly become champions of a chemical-free lifestyle as a result of what they learn in the program. Youth who choose a chemical-free lifestyle will be attracted by it because of the support it provides for their lifestyle. However, the awareness itself will not break down all the barriers of group loyalties for any student subgroups. These subgroups often have their own norms about chemical use or non-use. An awareness does provide all groups with a common understanding of problems associated with chemical use, abuse, and dependency.

Although student awareness does not replace the need for chemical health curriculum in grades 7-12, it does foster a common awareness of chemical issues in a student group. This increases the potential receptivity of individuals and groups to more in-depth study of these issues through a unit in the school's academic curriculum.

Some specific questions to answer are:

- Is the student awareness program properly sequenced within the guidelines of "elements of a comprehensive chemical dependency prevention program"?
- Have we completed education and awareness for faculty and staff in the school?
- Does our school administrative unit have a health policy for students and procedures for managing chemical related problems?
- Do we want to break the "no talk" rule about chemical dependency in our school?
- Are we prepared to help students who may identify concerns as a result of a student awareness program?
- Do we have teachers or others prepared to facilitate support groups?
- Do we have support groups that can help students with special problems?

Gaining Administrative and Student Support

As in any school and community team activity that involves the school, plans for a student awareness program need the prior support of the school board, superintendent, and building principal. At least one administrator should be actively involved throughout the planning process. That person will be instrumental in facilitating adjustments in time schedules and room assignments that may be necessary during the days of the awareness program. It is also important to involve team members who represent the community, as well as those who represent the school, in order to demonstrate that the activity is a "team activity" and increase the likelihood of broader-based support.

To obtain more united support for an awareness program from all factions of the student population, it is helpful to involve members of each subgroup in the planning process. The best way to "sell" them on the program is to take them to another school's student awareness program.* Selling students on the program is especially important in consideration of the emotionalism that surrounds the topic of chemical dependency. Students initially react with negativism to discussions or lessons related to alcohol or other drug use. They often view alcohol and other drug use as a power struggle between adults and youth and do not perceive teachers as credible guides in this area. For some youth, chemical use is a means of defying adult authority and expressing their own independence. Students are also put off by programs that place all the focus on the "youth drug problem," denying the roles of adults in all aspects of chemical use, abuse, and dependency.

When students are actively involved in the process of selecting films, planning and giving presentations, leading discussions, facilitating small groups, and introducing special speakers, much of the negative student reaction to the program becomes defused. Students then see their peers taking some responsibility for a community problem instead of seeing adults talking down to or at them. Everyone is involved with the problem.

*Cony High School, Augusta, ME, and Lincoln Academy, Damariscotta, ME, welcome visitors to their five-day awareness sessions as do other schools. Contact the Division for more information on programs in your area.

The Planning Committee — Balancing Personal Acceptance and Task

Involving individuals with very diverse backgrounds in the program planning process cannot be effectively accomplished without taking time to set group standards and giving everyone a chance to get acquainted. Youth especially relate to peers and adults on the basis of personal connections as opposed to professional qualifications. For everyone to feel like a valued member of the planning group, he/she must feel accepted in the group and respected for his/her unique contributions. As the working rule of the group, *some possible group standards to consider are:*

- Everyone here, while working on this program, is an equal.
- Differences are respected and accepted.
- Personal sharings are confidential.
- Everyone belongs — listen to each other.
- Everyone shares responsibility and support.
- We may not agree with others' opinion/perspective, but can find some common point of agreement.

The actual tasks associated with preparing for the awareness program may be handled entirely by the full planning group or may be delegated to subcommittees. *Tasks to be completed include:*

- scheduling and logistics
- determining content
- planning presentations
- selecting films
- deciding on food for lunch and breaks
- selecting and contacting special speakers
- preparing handouts, charts, or other visual aids
- preparing for evaluation of the program
- selecting small group facilitators
- making small group assignments
- identifying local resources

Length of Awareness Program

If the school's goal is to involve students emotionally in the program and to break down barriers and stereotypes, a four to five-day awareness is the only alternative. Time is needed to break down barriers and to discuss the issues related to chemical dependency. Day one sets the stage for the awareness. It should be upbeat yet direct and give students time to talk. The students let out their resentments and negativity. It is natural during this part of the program for them to question whether it is worthwhile. By the end of the day, however, they begin to suspend their disbelief.

The next day students are more willing to talk in groups and to discuss personal issues. There is still an air of questioning but a willingness to get involved and discuss issues.

By the third day students are intellectually interested in the topic. They are more involved in discussion. They listen to presentations and to one another. They begin to see that "druggies" are human, "jocks" are regular persons, and "academics" are as insecure as everyone else. They respect their differences and see their commonalities.

By day four, a bonding with their peers begins. A sense of school spirit is developing. Mutual respect has emerged, which is undoubtedly one of the major goals of student awareness. Students are emotionally involved in the topic. It means something to them personally.

Day five gives them a chance to articulate not only what the week has meant to them but to state what they want to do about it. The groups develop action plans and volunteer to join or start groups.

Two-day programs are limited to dispensing information. Three-day programs open the door to student involvement but do not allow sufficient time for students to become emotionally involved. Four to five-day programs complete the process of breaking the "no talk" rule and get students actively involved in supporting prevention.

Preparing Small Group Facilitators

To maximize the potential value of a student awareness program, the format must provide opportunities for active participation by the students in small groups. A small group meeting following presentations of information on each major content area provides an opportunity to process new learnings and feelings that may have been evoked by the content. It also allows teachers and students to break the "no talk" rule. Each small group consists of 10 to 16 students from different population subgroups. Assignments to groups are made by the planning committee.

Group facilitators can be trained in the Interactive Learning Process (ILP) technique for small group discussions. That training takes three hours and is best if scheduled on an afternoon one or two days before the awareness program. In the training, facilitators are given a job description and allowed to practice the ILP.

Building A Margin Of Safety

A lot of preparation and attention to details will assure the success of the student awareness program. Here are four suggestions that will assist the learning process:

(1) All the small groups should be kept together throughout the awareness. Students remain in the same small group throughout the awareness, including the large group sessions. They are assigned places in the auditorium with their facilitator. This rule prevents one group from congregating in one corner and making "cat calls" during large group presentations.

(2) Before every break, pre-pour soft drinks or fruit juice to assure that no one goes without a drink during the short break period.

(3) Choose members of groups carefully and match them with the most suitable facilitator. One planning group passed out a list of facilitators to students in English class and asked them to select their top three persons. Then team members made sure that difficult students had their first choice of facilitators to increase the likelihood that they had a positive experience. Difficult students are mixed as much as possible with other students.

(4) Since there is nothing more anxiety producing to adults than 200 disgruntled students* in a large room with a film projector that has blown a fuse or with an empty stage because the speaker cancelled at the last minute, have a number of backups in place. As a general rule, have at least two projectors available and have several spare films or speeches along with someone who can present them. Many school and community teams have identified who can do impromptu performances — magic acts, group sing-a-longs or jokes — and act as master of ceremonies. This person should be able to convey to students that the content is serious and important but that, "We can have fun and still learn."

Assigning Roles To Students And Staff

Many persons may be assigned to the different roles that are necessary to run an efficient program. Someone needs to be:

- *Master of Ceremonies:*
  Introduce speakers, lighten group up with jokes and songs, make announcements, and conduct large group energizers and activities.
- *Facility Coordinator(s):*
  Make sure microphone works, rooms are set up properly, lunch is arranged, audio-visual material is prepared, bells are disconnected, and drinks are poured prior to breaks.
- *Facilitator(s):*
  Run small group and encourage students to discuss topics.
- *Audio-Visual Producer(s):*
  Make up charts and other visual aids or props for presentations and skits.
- *Timekeeper(s):*
  Make sure lectures and small groups run on time and adjust schedule when necessary.
- *Introducer(s):*
  Obtain information from speakers by phone prior to the program and introduce them to peers.
- *Media Specialist(s):*
  Set up microphone, sound system, and operate projectors.

*Some schools choose to keep the large group under 150 students. To enhance the personalized and intimate quality of the interaction, they sub-divide large classes into groups which run concurrently.

Commitment of Presenters

Outside speakers play an important role in the student awareness program. They offer the professional expertise in the addiction field which gives the program credibility. However, professionals may not necessarily understand how to modify their presentations to young audiences. They may use highly technical language which is as baffling for students as it is for adults. School personnel can assist outside speakers by telling them exactly what the students want to hear and by asking for an outline of their presentation. The school should prepare a written contract which gives speakers information about the awareness program and states clearly the importance of their role in the event. Some outside speakers think the awareness session is just another speaking engagement which can be cancelled with no serious consequences.

Using Local Resources and Adding Variety to the Format

A great deal of material can be presented very effectively in the student program without relying on outside "expert" presenters. General content related to chemical dependency and its impact on families can be adequately presented by team members who have been through the Division's team development training institute and who are trained to do public speaking. They can do mini-lectures as one of many possible techniques of presenting content. Demonstrations, role plays, panels with question and answer sessions (similar to "Meet the Press"), films, and large group processes can all be equally effective. Large group energizers should be planned throughout the day to break the monotony of sitting and to involve the students in the program.* There can also be short five minute sing-a-longs or stretch breaks with new games to encourage large group participation.

The Maine Seat Belt Coalition can offer activities on highway safety, such as use of the "convincer."** Other health associations such as the American Lung Association of Maine have information that can be incorporated into an awareness on smoking and wellness.*** By blending activities that invite students to participate and those that require them to listen, students are exposed to different learning opportunities which make the program more interesting.

Training Staff and Students in Public Speaking

Local staff and students can learn how to make presentations which are just as effective as those done by professionals. To assist them in developing the skills that are necessary to do presentations, use films and booklets which describe how to develop and do presentations. These sessions can be built into staff development or a speech class. The goal would be to train staff and students in the practical steps and skills that they need to make a presentation.****

Awareness Packet

Some schools give their students an information packet which includes basic information that will be covered in the lectures and films. The packet includes information on alcohol and other drugs, the disease of chemical dependency, family roles, statistics, and resources available in the school and community. On the cover of the resource packet are printed the student's name, group number, and facilitator as a reminder to the student.*****

*See *New Games* and *More New Games* books for ideas on large group activities. Andrew Fluegelman, New York: Doubleday and Company, Inc., 1981.

**Maine Seat Belt Coalition, P.O. Box 5189, Augusta, Maine 04330, Telephone: 622-0951.

***American Lung Association of Maine, 128 Sewall St., Augusta, ME 04330, Telephone 622-6394.

****See Appendix A, Goal 1 for film resources.

*****Division of Alcohol and Drug Educational Services, Telephone: 289-2511.

Counterproductive Approaches

Student awareness programs are a departure from the 1970's scare tactics that were used to frighten students about alcohol and other drug use. From the research, we have learned to design more productive approaches to educating students in the 1980's and 1990's, as exemplified by the student awareness program. Some schools are not aware of the counterproductive approaches and may unwittingly use them. There are four counterproductive approaches to guard against:

1. *Media Warning Campaigns:* Local newspapers often search for a controversial story about teenage alcohol or other drug use. In an interview, a school or community person may tell a reporter that cocaine use among teenagers is epidemic and then explain where cocaine is purchased, how it is used and what effect it has on the body as a stimulant. The subsequent news story, instead of "warning" about cocaine, becomes free advertising for it. Teenagers learn where to get it, what to do with it and how it will make them feel. Well-intentioned media campaigns about specific drugs have been linked to an increase in their use. Such pharmacological information makes much more sense on the third day of an awareness when the students already know about chemical dependency and the effects of mood altering drugs. By themselves, media campaigns advertise the drug and increase its use.

2. *Fear:* Scare tactics and sensationalism stimulate interest in alcohol and other drugs. In any school population, some students will be attracted to the excitement and danger linked to alcohol and other drug use. For students who are "at risk" for drug abuse, *the peril is the lure*. Scare tactics challenge the defiant students to try to prove that the authority figures are wrong.

   Scare tactics also alienate youth from adults. They usually represent adults' worst fears for their own children. Scare tactics are associated with many untruths, judgments and demands that are contrary to teenagers' experiences. Instead of opening communication between youth and adults, scare tactics trigger defensiveness among youth. Respecting the ability of youth to make rational decisions based on accurate information is better than trying to coerce them into behaving a certain way.

3. *Testimonials of Ex-Addicts:* Some nationally and regionally known speakers market themselves as "ex-addicts" who want "to tell the truth about drugs." The message they give is that anyone can overcome addiction and be cured. The theme of such testimonials is often that the individuals conquered addiction by themselves. They perpetuate the myth that recovery from addiction is just a matter of willpower and as soon as use stops, the "problem" is solved. The reality is that addiction can be arrested but not cured, and recovery is a lifelong process.

   "Ex-addict" testimonials are often characterized by horror stories that are intended to frighten those in the audience so they won't use drugs. However, the image that the speaker generally presents actually glamorizes that lifestyle and triggers a reaction among youth of, "He/she gave it up....so could I." There is no lasting deterrent effect from these presentations.

   There is a role for testimonials from recovering individuals in the context of on-going education about chemical dependency. These presentations focus on the dynamics of addiction and the process of recovery. Their intent is to educate the audience about the risks of use, the denial that characterizes addiction, and the struggle of recovering.

4. *"One Night Stands" to Give Information:* Information about alcohol and other drug use can be easily misinterpreted. For some students, merely giving detailed information about specific drugs may arouse curiosity and stimulate experimentation. Drug displays, "hit 'em hard on drugs" assemblies, and "how to" lectures are classic activities which many adults believe will halt the problem. Research indicates that when the focus is on a single drug, the incidence of that drug's use increases. When information about alcohol and other drugs is given in isolation, it is often counterproductive.

   Information needs to be presented in the context of an educational process that deals with the broad spectrum of issues related to alcohol and other drug use, abuse, and dependency. To be most effective, this process should address the needs of those who are using alcohol and other drugs, those with one or more family members who abuse or are dependent on alcohol or other drugs, and those who neither use nor have been exposed to the abuse of alcohol or other drugs.

The best approach to drug education focuses on alcohol and other drugs. It involves youth and adults and utilizes school and community resources to deal with the problem. There is no "quick fix." Proven productive approaches to alcohol and other drug use include an ongoing process that results in a comprehensive prevention and education program.*

If the student awareness program is carefully designed to avoid these counterproductive approaches and to present the disease of chemical dependency, its effects on the family, and the resources available for assistance, students learn how to ask for help and to discuss how the problem affects adults and students alike.

*See Division handout *"Elements of A Comprehensive Chemical Dependency Prevention Program"*.

Media Coverage

Press coverage of the student awareness program by the local newspaper provides excellent public relations for the team and the school. Newspaper articles that summarize the content of the program gives parents a much better understanding of what their children are experiencing. The media representatives need to be cautioned not to use student names, particularly the names of students who serve on panels.

Audience Considerations

The Process Outline, included in Appendix A, divides content and format information into two segments — grades 7 and 8, and grades 9 through 12. Some of the films and suggested resources can be used in more than one grade segment. Materials must be previewed in order to determine which are most appropriate for the students in any given school.

Note that the *I'll Quit Tomorrow* film series is not recommended for use with students below grade 11. For students in the 11th and 12th grades, the presentation of chemical dependency within the context of an intimate relationship is relevant. As young adults, these students are pondering how they will relate to another person in a serious long term relationship. The suggested content for the 11th and 12th grade levels can also be used in an adult education setting.

Prior to the 11th grade, the *I'll Quit Tomorrow* series seems too unreal and too intimate for most students. They prefer a film that has a central character closer to their own age. Of course, the introduction to such a film needs to clarify that, although the film deals with chemical dependency issues in an adolescent, it is not solely an "adolescent problem." Other films dealing with adult chemical dependency should also be shown in the early part of the awareness program to reinforce the fact that the disease can occur to anyone. Students who come from chemically dependent families may then be able to see that part of their resistance to, or uneasiness with, the subject matter is a reaction to the disease in their families. The awareness program should help them to understand that their home situation is not something that they caused, can control, or can cure.

Sensitivity to Home Situations

As a preface to each day's presentation in a student awareness program, the "no talk" rule needs to be broken through an acknowledgment that some of the content will relate very directly to the family life of some students. Be sure to have local resources identified for any students who may need someone with whom to talk. Some schools set aside one room where a student can meet with someone at anytime throughout the program. It is also valuable to have booths set up with information on AA, Alateen, and Al-Anon for students to visit during the program. The logistics relating to such arrangements need to be clearly understood before the program by group leaders, student leaders, presenters, guest speakers, and the student audience. The most opportune time to help a student is when the defenses have been lowered, at least temporarily, through new awareness.

Conclusion

Student awareness programs will have unique differences in each school system where they are conducted. They will reflect the talents and resources available as well as the needs of particular student populations. Planning those programs requires a lot of work and is most effectively accomplished when the school and community team actively involves students and other staff members in the process.

A student awareness program needs to be an annual event in a school to assure awareness of the disease of chemical dependency among the changing student body. The first year for student awareness may target programs for all the grades in a building (e.g. 10-12). Then the norm may be to plan an awareness program for one of those grades for each ensuing year. Planning for each new year's program will need to take into consideration the increased understanding of chemical dependency issues that will occur through other comprehensive program developments, such as support groups and curriculum implementation. Students and staff members who have been involved in these other school programs will be valuable additions to the student awareness planning group.

The development of effective student awareness programs is an evolving process which will hopefully be facilitated by these guidelines. However, the final credit for the success of this and all other team efforts belongs to team members who have committed themselves to helping others better understand the disease of chemical dependency. It is through that dedication that Maine's youth will be able to deal with chemical use, abuse, and dependency in healthier ways.

For further information, contact DADES' Elementary or the Secondary Chemical Health Consultant. Telephone: 289-3876.

Appendices

A. Process Outline
B. Administrator's Student Awareness Preparation Checklist
C. Sample Flow Agenda
D. Sample Evaluation Forms
E. Coordinator's Checklist for Designing a Student Awareness Checklist

Process Outline

The information in the Process Outline is arranged in chart form to facilitate the setting up of the content of a student awareness program. Guidelines are provided as follows:

Goal statements: These have been arranged *in order of priority*. The longer the program, the more goals can reasonably be accomplished. The approximate time needed for each goal is given. If a three-day program is planned, it will be possible to accomplish goals 2-6. For longer programs, additional goals can be added to the program on topics such as teenage pregnancy, sexual abuse, or family violence.

Objective statements and content outlines: These are provided for each goal statement. The content outline is intended to provide those planning the program with a sense of essential information that needs to be included through short lectures and other activities.

Activities and Resources: These have been broken down and described separately for grades 7-12 and 9-12 in consideration of differing levels of emotional and mental development. A preview by students may help in determining if specific films are appropriate for a particular group of students. Consideration of other factors that may be influencing a specific student group may necessitate modification of the activities and resources recommended.

GOAL #1. To train local presenters in public speaking skills and in "how to" plan presentations.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to identify how to prepare for and make a presentation and to develop a format for a student awareness which includes learning goals.	1 hr.	1. Preparation for a presentation 2. Basic speaking skills 3. Styles of presentation 4. Analysis of audience 5. Blocks to successful speaking	Lecture Demonstration Small group practice Role play with video tape for feedback FILMS AVAILABLE FOR LOAN:* Bravo! What A Presentation Who Me? Make A Presentation BOOKS AVAILABLE FOR LOAN: Biggest Mistakes Business Presenters Make and How to Avoid Them Bravo! What A Presentation Decker Communications Report Training Delivery Skills: Preparing The Training—Delivery I Preparing The Training—Delivery II Who Me? Make A Presentation

*See Division of Alcohol and Drug Education Services' Audiovisual Catalog for descriptions of film content.

GOAL #2. To establish the relationship between the acceptance of feelings and self-esteem.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. recognize how personal put-downs can shut him/her off from positive experiences. 2. know how self-rating and ratings of others sets a person up to want to get "high" because they rate themselves low (ref. audiocassette on *Stress Management* for ideas on self-esteem and stress.	Lecture ½ hr. Film ½ hr.	1. Basic skills needed to feel good about oneself a. ability to relate and to solve problems 2. How beliefs about oneself influence actions, attitudes, and decisions a. unreasonable demands or expectations b. bias against oneself 3. Learning how to accept personal strengths and weaknesses a. ideal vs. real self b. change always involves: stress a sense of loss discomfort 4. Self-rating and negative evaluations	Lecture* Demonstration-role play Small group ILP FILMS AVAILABLE FOR LOAN: *Grades 7-12* All Bottled Up Am I Worthwhile? Identity and Self-Image (VHS) Brian at 17 The Choice Choose to Lead (VHS)** Coping with Depression A Friend in Deed The Giving Tree I Am Lovable and Capable (VHS) Maine Kids: A 1984 Update (VHS) Maine Kids: Just Listen to Us (VHS) Moms, Dads, and Other Endangered Species (VHS) One of a Kind** Safe Harbor Self Inc. Series (VHS) Seventeen . . . Going on Nowhere Teenagers Talk: Getting Through Adolescence Velveteen Rabbit The Vulture (VHS) You Have a Choice (VHS) You Have So Much Potential (VHS) *Grades 9-12* Feelings Mentors: The Power of Example BOOKS AVAILABLE FOR LOAN: The Basis of Self-Esteem Encouragement Book Feeling Good About Feelings How to Be a No-Limit Person (audio cassettes) I Am Lovable and Capable The Psychology of High Self-Esteem (audio cassettes) Stress Management for Professionals (audio cassettes) The Stamp Game Vulture Why Am I Afraid to Tell You Who I Am

NOTE: Visual aids in the form of overhead transparencies or flip charts with large 2-3 inch high block letters are an important element of lecture presentations at every grade level and for each goal.

*A speaker's brochure is available from the Division of Alcohol and Drug Education Services.

**The Division has training materials by Mark Scharenbroich on positive self-image called *One of a Kind*, and on leadership called *Choose to Lead*. Contact the Resource Center for more information.

GOAL #3. To convey an understanding of the dynamics and progression of the disease of chemical dependency.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. describe the phases in the progression of the disease 2. describe the harmful relationship that develops between a chemically dependent person and chemicals. 3. identify factors that influence adolescent chemical use** Media—parental use—peers 4. identify symptoms of chemical dependency in an adolescent	Lecture 1½ hrs. Film ½ hr.	1. Phases of the Disease* a. Learning b. Seeking c. Harmful Dependency d. Chronic 2. The feeling chart 3. Involvement of the Whole Person in the disease process Physical — Social Mental — Spiritual Emotional 4. Key words and phrases mood swings blackouts co-dependent dry-drunk increased tolerance decreased tolerance conspiracy of silence repression supression delusion enabling family disease free-floating mass of emotions 5. Mood altering drugs valium — equinol librium — miltown dalmane — meprobamate seconal — cocaine quaaludes — heroin marijuana — alcohol nicotine	Lecture Small group ILP AA/Al-Anon/Alateen resources FILMS AVAILABLE FOR LOAN: *Grades 7-12* Carl Eller: My 5th Superbowl The Cat Who Drank and Used Too Much Comebacker: The Bob Welch Story The Glug It Can't Happen to Me Joy's Story The Late, Great Me 99 Bottles of Beer Short Distance Runner Stoned Teenage Drinking: A National Crisis Too Good To Waste The Young Alcoholic: A Family Dilemma *Grades 9-12* Cocaine Abuse: The End of the Line Cocaine Pain Disease Concept II Drug Dependency: The Early Warning Signs The Feeling Chart Growing Up Stoned If You Loved Me I'll Quit Tomorrow*** Life, Death, and Recovery of an Alcoholic My Father's Son The Special Special

*Minimize material that might be interpreted as scare tactics; do not use recovering individuals as speakers at this point

***Calling the Shots* (film)

***Clarify what's going on in graveyard scene and modern dance scene and the jumps between reality and abstract scenes. Clothes are dated.

GOAL #3. Continued . . .

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
		6. Physical and emotional developmental factors a. physical change b. withdrawal from adults c. drastic mood changes d. reassessment of values e. experimentation f. self-consciousness and peer influence	BOOKS AVAILABLE FOR LOAN Alcohol and Youth: A Comprehensive Bibliography Are You Dying for a Drink? Teenagers and Alcohol Abuse The Cat Who Drank Too Much The Courage to Change Five O'Clock Comes Early Happy Daze I'll Quit Tomorrow Loosening the Grip, A Handbook of Alcohol Information Marty Mann's New Primer on Alcoholism Young Alcoholics
		7. Erratic and rapid progression of the disease	
		8. Assessment tool - symptoms (User group)	
		9. Risk Factors a. child of an alcoholic b. family history c. experiencing early warning signs	

GOAL #4. To clarify the role of enabling in the progression of the disease.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. define enabling. 2. describe enabling behaviors. 3. describe how to stop enabling.	Lecture 1 hr. Films 1 hr. Group ½ hr.	1. Definition: "What I do that allows and assists the progression of the disease to continue (friends, family, school)" 2. Reactions to chemical dependent person's disease rationalization — self pity repression — feels crazy projection — self blame minimization — accepts it irresponsibility — assumes responsibility 3. Characteristics • *positive strokes for enablers* pride in what they're trying to do for others praise from others power issues • *feelings of enablers* "if only...I" low self-worth guilt loneliness fear delusional thinking 4. Forgiveness for past enabling a. it's all very natural, helping others: you do many things that don't work out of habit b. we can't change what happened in the past—need to forgive yourself for what you didn't know c. accept the feelings you have (anger, resentment, mixed feelings) d. start taking care of yourself (Alateen or other support groups break the "no talk" rule in the school)	Content Items 1 and 4 in lecture Demonstration with scenarios FILMS AVAILABLE FOR LOAN: *Grades 7-12* Because We Love Her Calling the Shots (cultural enabling) Comebacker: The Bob Welch Story Enablers Facing It: My Friend's An Alcoholic The Glug The Late, Great Me She Drinks a Little Short Distance Runner The Young Alcoholics: A Family Dilemma *Grades 9-12* Families of Alcoholics Growing Up Stoned If You Loved Me Life, Death, and Recovery of an Alcoholic Promises, Profile of an Alcoholic A Slight Drinking Problem

NOTE: Role play scripts are needed to demonstrate enabling behavior.

GOAL #5. To increase understanding of the impact of chemical dependency on the family.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. contrast the characteristics of healthy with dysfunctional families. 2. describe the roles taken in families.	Lecture 1-1½ hrs. Film 1 hr. Group ¾ hr.	1. The family as a system* (healthy vs. dysfunctional) a. contrast it with the human body or the car as systems - injuries can be repaired, but scars remain b. caring in families—the disease makes it hard to care (what you feel isn't good or bad—what counts is what you do with your feelings) c. importance of kids in families d. kids can't cause chemical dependency in parents e. the things kids hear when the chemically dependent person is under the influence are not true feelings (they're drug induced) 2. Family roles (what you see on the outside does not reflect what's going on inside) (doughnut image) a. lack of choice about roles b. chief enabler hero scapegoat lost child mascot c. roles exist in all families but they are rigid in a dysfunctional family 3. Kids can get support and help a. Alateen b. support groups at school c. counseling	Lecture and demonstration Small group ILP Panel discussion Alateen/Al-Anon FILMS AVAILABLE FOR LOAN: *Grades 7-12* Alcoholism in the Family All Bottled Up Children of Alcohol Drinking Parents Family Matters Joy's Story Lots of Kids Like Us Parents With Alcoholism/Kids With Hope (VHS) She Drinks a Little The Young Alcoholic: A Family Dilemma *Grades 9-12* Alcohol and the Family: The Breaking Point Alcoholism and the Family Families of Alcoholics Family Trap Growing Up Stoned If You Loved Me Life, Death, and Recovery of an Alcoholic My Father's Son A Slight Drinking Problem Soft is the Heart of a Child BOOKS AVAILABLE FOR LOAN: Another Chance Broken Bottles, Broken Dreams ...But I Didn't Make Any Noise About It Children of Alcoholics: A Bibliography and Resource Guide Children of Alcoholics: A Guidebook for Educators My Dad Loves Me, My Dad Has A Disease Repeat After Me A Teenager's Guide to Living With An Alcoholic Parent

*Include parents in student awareness; use graphic and concrete images and posters to represent family roles, i.e. superman/woman as hero.

GOAL #6. To identify ways to get help and the types of help available for oneself or someone else.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. describe range of intervention strategies. 2. describe various forms of treatment for a person who is chemically dependent and for family members.	Lecture ¼-½ hr. Film 1 hr.	1. Describe intervention a. realistic assessment of your own situation (i.e. risks and possible losses involved) b. involve someone more objective in discussion of the need for intervening 2. Levels of intervention a. personal encounter with concerned others (avoid one on one) b. Johnson model using professionals requires: preparation practice "what if" clause c. identifying intervention resources 3. Treatment modalities a. in-patient b. out-patient c. family d. AA, Al-Anon, Alateen 4. Treatment goals a. disease can be arrested but not cured b. redirect energies into growth of self through group and individual counseling	Lecture and demonstration (Highlight: the need to get help to intervene, there is hope, you are not alone, Alateen) Small group ILP Other Options: Panel of recovering youth or treatment facility representative, AA, Al-Anon, Alateen materials and/or speakers.* FILMS AVAILABLE FOR LOAN: *Grades 7-12* Because We Love Her Bridging the Gap Choices and Consequences: Intervention With Youth In Trouble With Alcohol/Drugs Comebacker: The Bob Welch Story Facing It: My Friend's An Alcoholic It Can't Happen to Me Joy's Story The Late, Great Me Seventeen...Going on Nowhere She Drinks a Little Short Distance Runner Too Good to Waste The Young Alcoholic: A Family Dilemma *Grades 9-12* Alcohol and the Family: The Breaking Point A Better Place, A Better Time Cocaine Pain Families of Alcoholics From Now On Enjoying Sobriety The Intervention Intervention and Recovery Growing Up Stoned, Part II Panel of Recovering Youth (VHS) A Slight Drinking Problem BOOKS AVAILABLE FOR LOAN: Al-Anon's Twelve Steps and Twelve Traditions Alateen—Hope for Children of Alcoholics Alcoholics Anonymous Happy Daze Intervention: How to Help Someone Who Doesn't Want Help Narcotics Anonymous One Step Ahead: Early Intervention Strategies for Adolescent Drug Problems Working with Adolescent Alcohol/Drug Problems Youth and A.A.

*Panelists should be prepared to focus on the need for help based on being out of control, not on "war stories." May focus on intervening to prevent someone from driving under the influence of chemicals.

GOAL #7. To identify ways to support a recovering chemically dependent person or affected person.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. describe the importance of support groups in the recovery process 2. describe ways to promote chemical free alternatives	Lecture ½ hr. Films 1 hr. Group ½ hr.	1. the role of support groups in the school and community a. replace enabling with natural consequences b. create an atmosphere of care and concern c. help friends to understand the issues of recovering persons 2. create a climate where it's acceptable to be chemical-free a. break the "no talk" rule b. feelings can be discussed 3. what happens in a support group a. sharing of feelings b. confidentiality c. group facilitator's support d. participants' commitment to the group 4. special self help groups a. young people's AA b. Alateen c. C.O.A., Al-Anon d. other special populations women gays deaf others 5. peer pressure as an influencing factor a. positive (choice, talking) b. negative (no choice, no talking)	Lecture & demonstration Small group ILP Panel discussion—optional Role play FILMS AVAILABLE FOR LOAN: *Grades 7-12* Because We Love Her Comebacker: The Bob Welch Story It Can't Happen to Me Joy's Story Loosening the Grip (Unit 3) Lots of Kids Like Us She Drinks a Little Short Distance Runner Too Good to Waste The Young Alcoholic: A Family Dilemma *Grades 9-12* AA and the Alcoholic Alcohol, Pills, and Recovery Families of Alcoholics From Now On Growing Up Stoned, Part II Life, Death, and Recovery of an Alcoholic The New Life of Sandra Blain A Slight Drinking Problem BOOKS AVAILABLE FOR LOAN: Counseling for Relapse Prevention Family Recovery: Growing Beyond Addiction Going Home: A Re-Entry Guide for the Newly Sober Happy Daze I'll Quit Tomorrow Learning to Live Again: A Guide for Recovery from Alcoholism

Highlight peer pressure.

GOAL #8. To describe the role of adolescents in initiating primary prevention activities in the school and community.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. describe 3 types of peer programs, i.e., peer leaders, educators, and helpers 2. develop a plan of action for their class and support the chemical health programs 3. elicit volunteers for the programs	Lecture ½ hr. Films 1 hr. Activity 1 hr.	1. define primary prevention as activities that are involving, enhancing and exciting for students 2. provide examples of programs which are planned and conducted by adolescents for adolescents or younger children 3. guidelines for structure and organization of programs, i.e. a. student awareness programs b. peer helper programs c. chemical-free activities 4. invite students to develop plan and make commitments	Lecture Youth presentation by kids in peer helper programs Small group discussion Action plans (What-Wheel) FILMS AVAILABLE FOR LOAN: *Grades 7-12* The Bizarre Trial of the Pressured Peer Feelin' Good: Alternatives to Drug Abuse The Greatest Days of Your Life . . . So Far High Powder I Am Lovable and Capable Loosening the Grip (An Ounce of Prevention) MTV: It's Your Right to Say No Moms, Dads and Other Endangered Species (VHS) One of a Kind Peer Facilitators: Youth Helping Youth Peer Pressure. Learning to be Yourself Seventeen . . . Going on Nowhere Teenagers Talk: Getting Through Adolescence Vulture (VHS) You Have So Much Potential (VHS) BOOKS AVAILABLE FOR LOAN: Alliance for Change Harmfully Involved How to Say No and Keep Your Friends More New Games New Games 100 Ways to Enhance Self-Concept in the Classroom Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child Playing Fair: Everybody's Guide to Noncompetitive Play Self-Esteem: A Classroom Affair

GOAL #9. To present basic pharmacological information.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. identify basic pharmacological information and its relationship to chemical dependency	Lecture 1 hr. Film 1 hr. Group ½ hr.	1. define how psychoactive drugs apply into the disease concept a. poly addiction b. cross addiction c. each shows same signs and symptoms of disease of chemical dependency but different patterns of withdrawal or psychological impact 2. drug categories a. CNS depressants b. CNS stimulants c. narcotics d. hallucinogens e. marijuana 3. nicotine as an addictive drug* 4. physiological effects set setting past experience 5. practical steps for helping someone who has O.D'd (without enabling)	Lecture The Division has developed a speakers list for all of the presentations Resource Packets FILMS AVAILABLE FOR LOAN: *Grades 7-12* Angel Dust Chalk Talk Revised Crack Street: U.S.A. (VHS) Drugs in the 80's (VHS) Drugs of Abuse: Signs and Symptoms First Aid: Drug Emergency High Powder Marijuana Alert! Psychoactive Waking Up From Dope (VHS) *Grades 7-8* Alcohol: How Much is Too Much Drugs and Your Amazing Mind Understanding Alcohol Use and Abuse *Grades 9-12* Cocaine: A Line is Too Many (VHS) Drug Dependency: The Early Warning Signs The Haight-Ashbury Cocaine Film Marijuana: The Hidden Danger Medical Aspects of Mind Altering Drugs Reading, Writing and Reefer Uppers, Downers and All Arounders BOOKS AVAILABLE FOR LOAN: Cocaine 800 - COCAINE Handbook of Abuseable Drugs Licit and Illicit Drugs Pharmacology of Alcohol Phencyclidine "Angel Dust" Pot Safari

NOTE: Add additional content on physiological and psychological dependence. *Avoid* "how to "demonstrations that end up being commercials for drugs. Only have presenters who will cover this topic in the context of the disease concept.

*Contact The American Lung Association of Maine, 128 Sewall Street, Augusta, ME 04330. Telephone: 622-6394.

GOAL #10. To increase awareness of chemical use, abuse, and related highway safety issues.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. describe the effects of drinking/drug taking on driving skills of adolescents. 2. identify specific ways to prevent drinking and driving. 3. describe Maine laws related to drinking and driving. 4. identify steps in refusal.	Lecture ½ hr. Film 1 hr. Group ½ hr.- 1 hr.	1. Intervening on potential drinking and driving situations a. choices (i.e. whether to ride with someone who has been drinking or drugging) b. responsible hosting c. promotion of safe homes networks 2. Laws a. age 21 b. OUI laws (.10 and .02) c. role of the police and liquor enforcement officers 3. Appropriate restitution for drinking drivers a. held accountable b. referral for assessment 4. Ways to avoid riding with a drunk driver a. soft strategies b. strong strategies 5. High-risk occasions and prevention strategies a. prom, graduation, holidays b. media campaigns 6. Statistics 7. Blood alcohol level/concentration a. special considerations for adolescents 8. Decision-making skills a. peer pressure b. risks/consequences 9. Refusal skills a. "Just Say No" Programs b. Training in Refusal Skills*	Panel discussion Speakers Role play Demonstration (taking away the keys) ILP Action Plan FILMS AVAILABLE FOR LOAN: *Grades 7-12* All the Kids Do It The B.A.C.'s of Drinking and Driving But if You Live . . . (VHS) Collision Course Danger Ahead: Marijuana on the Road The Day I Died Drinking and Driving: The Toll, The Tears (VHS) Drinking Driver: What Could You Do? Driving Under the Influence Driving Under the Influence: It Could Never Happen to Me Five Drinking Drivers Friday Night: Five The Hazards of Drugged Driving (VHS) Just Another Friday Night Kevin's Story The Last Prom Marijuana, Driving, and You One for the Road? Reach Out Teenage Drinking: Hey, How About Another One? Under the Influence Until I Get Caught Why Me? The Effects of Alcohol and Other Drugs on Driving Without Wheels BOOKS AVAILABLE FOR LOAN: Arrive Alive Drinking and Driving: New Directions Driving the Drunk Off the Road

*Contact DADES' Elementary or Secondary Chemical Health Consultants. Telephone 289-3876.

GOAL #11. To identify the risks of chemical use with athletes and role of athletes in prevention.

OBJECTIVE	TIME	CONTENT	ACTIVITIES & RESOURCES
The learner will be able to: 1. identify the risk of different licit and illicit drugs on performance. 2. learn techniques for stress reduction. 3. define the role of the athlete as role model. 4. describe the influence of use on team morale. 5. identify the how to assist a teammate who has a problem. 6. develop a code for the team about use. 7. identify the coaches' role in assisting athletes. 8. define the athletic policy about use and assistance.	Lecture 1¼ hrs. Group 1-3 hrs. Film: 1-2 hrs.	1. Definition of use, abuse and dependency* 2. Effect of chemicals on performance a. mood-altering drugs b. steroids c. prescription drugs 3. Athletes' role in supporting athletic policy a. disciplinary action b. voluntary referral 4. Characteristics of enablers 5. Athlete as role model 6. Impact of advertisement on use among athletes** a. image of hard drinker b. peer pressure c. stress release 7. Coaches' role in prevention a. chemical free events b. post-season celebrations c. awareness of facts	Content items 1-7 can be handled with brief lecture and small group discussion with questions and sheets to fill in using case studies and questionnaires in *Chemical Health: Athletic and Fine Art Activities* and Division's forthcoming booklet *Assisting Athletes with Alcohol and Other Drug Problems*. FILMS AVAILABLE FOR LOAN: *Grades 7-12* All the Kids Do It Calling the Shots Carl Eller: My Fifth Superbowl Choose to Lead Cocaine and the Student Athlete (VHS) Cocaine Drain (VHS) Comebacker: The Bob Welch Story Drug Dependency: Early Warning Signs Facing It: My Friend's An Alcoholic The Greatest Days of Your Life . . . So Far High Powder MTV: It's Your Right to Say No One of a Kind Performance (VHS) Short Distance Runner Waking Up From Dope (VHS) You Have So Much Potential (VHS) *Grades 9-12* The Haight-Ashbury Cocaine Film Medical Aspects of Mind Altering Drugs BOOKS AVAILABLE FOR LOAN: Chemical Health: Athletic and Fine Arts Activities Chemical Health of the Student Athlete Coaching Young Athletes For Coaches Only: How to Start a Drug Prevention Program The Role of Activity Director and Coach in Response to Chemical Use Issues Sports Education Program Team Up for Drug Prevention

*Division has a speaker list
**_Calling the Shots_ (film)

Administrator's Student Awareness Preparation Checklist

Program Planning Data:

1. Proposed program dates: _____
2. Specific time blocks: _____
3. Total number and description of participants:
   a. Students _____ Specify grades: _____
   b. Teachers _____ Specify: _____
   c. Other school personnel: _____ Specify _____
   d. Community representatives _____ Specify: _____
   e. Others: _____ Specify: _____
4. Number of small group facilitators needed (1 per 10-16 students)

   _____
5. Facilitator training date: _____
   To be trained by: _____ Location: _____
6. Assignments:

Planning Activity	Activity Coordinator	Completion Date
a. Obtaining administrative support and involvement		
b. Scheduling & logistics (room assignments, etc.)		
c. Contacting the Division if necessary		
d. Determining content to be covered		
e. Planning presentations		
f. Preparing visual aids (overhead transparencies, flip charts)		
g. Previewing, selecting and scheduling films with students on the planning committee		
h. Selecting and contacting special speakers		
i. Preparing handouts		
j. Preparing evaluation instruments		
k. Selecting and training small group facilitators		
l. Assigning students to small groups		
m. Identifying and making arrangements with local resources (including AA, Alateen, Al-Anon)		
n. Arranging for equipment		
o. Arranging media coverage		

Assignments (continued)

Planning Activity	Activity Coordinator	Completion Date
p. Arranging for lunch, pre-pouring refreshments for breaks		
q. Planning for large group "energizers" and activities each day		
r. Planning and organizing for dance or other chemical-free activity		

Sample Flow Agenda for Each Day

Time	Activity	Person(s) Responsible
8:00 a.m. 20 min.	Welcome, Overview of the Day Pre-Test	Planning Chairperson(s)
8:20 a.m. 30 min.	Lecture and Demonstration	Adult and/or Student Leader
8:50 a.m. 30 min.	Film:	Projectionist
9:20 a.m. 10 min.	BREAK	
9:30 a.m. 30 min.	Small Group Discussion: ILP*	Facilitators
10:05 a.m. 30 min.	Lecture and/or Demonstration	Adult and/or Student Leader
10:35 a.m. 30 min.	Film:	Projectionist
11:05 a.m. 40 min.	Small or Large Group Process	Facilitators
11:45 a.m. 30 min.	LUNCH	
12:15 p.m. 5 min.	Large Group Activity: Sing-A-Long	Master of Ceremonies
12:20 p.m. 15 min.	Lecture and/or Demonstration	Adult and/or Student Leader
12:35 p.m. 30 min.	Film:	Projectionist
1:05 p.m. 30 min.	Small Group Discussion: ILP	Facilitators
1:35 p.m. 25 min.	Large Group Report Out	Adult and/or Student Leader
2:00 p.m. 15 min.	Closure and Evaluation of the Day	Planning Chairperson
2:15 p.m.	DISMISSAL	

*See Division handout on training facilitators to do Interactive Learning Process (ILP) and ILP job description.

Student Awareness Program Evaluation
(Sample 1)

1. How would you rate the Student Awareness Program?
   ___Very Poor ___Good ___Excellent

2. Has your understanding of the chemical use, abuse, and dependency changed as a result of the Student Awareness Program?
   ___None ___Somewhat ___Very Significantly

3. Have your attitudes about alcohol and other drug use changed as a result of the Student Awareness Program?
   ___None ___Somewhat ___Very Significantly

4. Have you gained personally from participation in the Student Awareness Program?
   ___None ___Somewhat ___Very Significantly

5. Have you become aware of school personnel who can assist you with problems of chemical use, abuse and dependency as the result of these programs?
   ___Yes ___Not Sure ___I Have Identified None

6. Have you become able to identify other community agencies which can help you with problems of chemical use, abuse, and dependency as the result of these programs?
   ___Yes ___Not Sure ___I have Identified None

7. Should the programs be continued?
   ___No ___Undecided ___Yes

8. Comments:

Student Awareness Program Evaluation
(Sample 2)

In general, did you find the following effective? Check one block for each category.

	Excellent	Very Good	Good	Fair	Poor
Films					
Speaker (Name)					
Speaker (Name)					
Speaker (Name)					
Media Presentation					
Large Group Report Outs					
Small Group Meetings					
Student Facilitators					

Comments:

Student Awareness Program Evaluation
(Sample 3)

1. Name 3 things you liked the most about the Student Awareness Program.

   1. _____

   2. _____

   3. _____

2. Name 3 things you liked least about the Student Awareness Program.

   1. _____

   2. _____

   3. _____

3. Name 3 things you learned by participating in the program.

   1. _____

   2. _____

   3. _____

4. Name 3 things you wish you had learned by participating in the program.

   1. _____

   2. _____

   3. _____

5. How have your attitudes changed by participating in this program?

   1. _____

   2. _____

   3. _____

6. Do you have any other comments?

   _____

   _____

   _____

   _____

COORDINATOR'S CHECKLIST FOR DESIGNING A STUDENT AWARENESS PROGRAM

A. CONTENT OF PROGRAM

Task/Activity	Responsibility	Resources	Date Completed
1. Planning Content of Program a. Specific lectures b. Determine placement and times for small group activities c. Develop small group topics (for discussions)			
2. Select Presenters a. Master of ceremonies b. Lecturers c. Individual for large-group report outs			
3. Presenters develop individual lectures			
4. Select and contact outside speakers			
5. Specific time frame—development of program (suggest two "time-fillers")			

B. AUDIO-VISUALS

Task/Activity	Responsibility	Resources	Date Completed
1. Select projectionist (responsible to schedule, pick-up, show, and return films)			
2. Develop charts to go with lectures			
3. Preview and select films			
4. Arrange for P.A. system			

5. Review checklist for equipment:

	Yes or No	Quantity
a. Projector (incl. back-up proj.)		
b. Take-Up Reel		
c. Screen		
d. Newsprint		
e. Newsprint Stand		
f. Markers		
g. Tape		
h. Visual Aid Charts		
i. Name Tags		
j. Pencils		
k. Paper		
l. Scissors		
m. Extension Cords		
n. Video Taping Equipment		
o. Blackboard		
p. Other		

C. SCHEDULING AND LOGISTICS

Task/Activity	Responsibility	Resources	Date Completed
1. Assign students to small groups (with specific facilitator)			
2. Assign small groups to meeting areas			
3. Coordinate classrooms used by small groups to regular school schedule (if space in school is short)	Administration		
4. Reorganize teaching loads (to absorb extra duties and study halls, since fewer substitute teachers will thus be needed)	Administration		
5. Post all schedule changes in prominent places (at least one week prior to awareness week)	Administration		
6. Arrange to abolish bells for a week			
7. Arrange for substitutes (as many of teachers become facilitators)			

D. FACILITATORS

Task/Activity	Responsibility	Resources	Date Completed
1. Select small group facilitators			
2. Train small group facilitators			
3. Assign monitor duties to facilitators a. supervise exits b. supervise bathrooms c. supervise refreshments			
4. Plan facilitator follow-up sessions (daily basis)			
5. Prepare facilitator packets			

E. OTHER

Task/Activity	Responsibility	Resources	Date Completed
1. Prepare student packets (handouts to coordinate with daily topics)			
2. Develop evaluation instrument			
3. Order refreshments a. arrange for pre-pouring of drinks before breaks b. schedule breaks to blend with school-schedule			
4. Arrange media coverage (preserve confidentiality)			
5. Develop attendance sheet (to be used every time students leave and return large meeting area)			
6. Assign specific seating areas in auditoriums for small groups (post chart in auditorium)			
7. Arrange for substance abuse providers/ counselors to be in auditorium at all times (2)			

For Additional Information
Please Contact:

Division of Alcohol and Drug Education Services, Stevens School Complex, State House Station #57, Augusta, ME 04333;

Telephone (207) 289-3876,
Resource Center (207) 289-2511.

Design by **GALE TURNER**